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ABSTRACT

Developed as an addition to the animal and plant science curricula available in vocational agriculture, this unit consists of seven lessons. It is intended to be taught as a part of the first year of instruction for students of vocational agriculture. Teachers should use community resources to localize the unit. All lessons are organized in a format to aid teachers in planning their lessons. Introductory material for the teacher lists objectives and competencies to be developed, recommends motivational techniques and interest approaches, lists references and materials, and suggests evaluation methods. A competency profile for student evaluation is then provided. The lessons cover an introduction to agribusiness, the role of agribusiness in the community, the role of the employee in an agribusiness, success and failure on the job, agribusiness procedures, and setting personal goals. Each lesson may contain some or all of these components: lesson objective; study questions; a list of required materials; teaching procedures, including lesson content and answers to evaluation; evaluation (test); handouts; transparency masters; and assignment sheets. (YLB)

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INSTRUCTOR'S GUIDE

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INTRODUCTION TO AGRICULTURAL BUSINESS UNIT
FOR
ANIMAL SCIENCE CORE CURRICULUM

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ACKNOWLEDGMENTS

This Introduction to Agricultural Business Unit for Animal Science represents a new addition to the current materials. This unit was suggested by the MVATA Teaching Aids Committee.

The format of these lessons should aid teachers in their lesson planning. The entire unit has been reproduced so that it may be inserted into the Animal Science book.

Special recognition is also due to Dr. Harley Schlichting, Director of the Instructional Materials Laboratory, and his staff for the typing, editing, and illustrating on this guide.

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FOREWORD

The Introduction to Agricultural Business Unit has been developed as an addition to the Plant Science Curriculum available in Vocational Agriculture. The unit was suggested by the MVATA Teaching Aids Committee. All lessons have been organized in a format to aid teachers in planning their lessons. This unit is to be taught as a part of the first year of instruction for students of vocational agriculture. Teachers should make every effort to utilize community resources to help localize this unit.

This unit consists of seven lessons designed to help the students — Lesson 1 as an introduction to agribusinesses, Lesson 2 on careers in agribusiness, Lesson 3 on the role of agribusiness in the community, Lesson 4 on the role of the employee in an agribusiness, Lesson 5 on success and failure on the job, Lesson 6 on agribusiness procedures, and Lesson 7 on setting personal goals.

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INTRODUCTION TO AGRICULTURAL BUSINESS UNIT
FOR
ANIMAL SCIENCE CORE CURRICULUM

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ANIMAL SCIENCE CORE CURRICULUM

Unit - Introduction to Agricultural Business

LESSONS

1. Introduction to Agribusiness
2. Careers in Agribusiness
3. The Role of the Agribusiness in the Community
4. The Role of the Employee in an Agribusiness
5. Success and Failure on the Job
6. Agribusiness Procedures
7. Setting Personal Goals

OBJECTIVES

1. Given a written examination, the students will identify why agribusiness is important and define the Free Enterprise System with 75% accuracy.*
2. Given a written examination, the students will describe the different career opportunities available in agribusiness with 75% accuracy.
3. Given a written examination, the student will explain the role of the agribusiness in the community with 75% accuracy.
4. Given a written examination, the student will describe the role of the employee in an agribusiness with 75% accuracy.
5. Given a written examination, the student will distinguish between the skills and traits contributing to agribusiness employee success and failure with 75% accuracy.
6. Given a written examination, the student will be able to describe why the different business procedures and records are needed in an agribusiness with 75% accuracy.
7. Given a written examination, the student will identify the need and considerations for setting career goals with 75% accuracy.

* Percent accuracy to be set by instructors to reflect passing grade within their school systems.

COMPETENCIES TO BE DEVELOPED:

1. Identify why agribusiness is important and define the Free Enterprise System.

2. Identify and describe the different career opportunities available in agribusiness.
3. Explain the role of the agribusiness in the community.
4. Describe the role of the employee in an agribusiness.
5. Distinguish between the skills and traits contributing to agribusiness employee success and failure.
6. Identify the common business procedures in an agribusiness.
7. Identify the need and considerations for setting career goals.

MOTIVATIONAL TECHNIQUE OR INTEREST APPROACH:

1. Have the students go on a field trip to various local agribusinesses. The students could then do a small report on the different jobs available in agribusiness and the duties of each employee. They also could describe the different functions performed by each agribusiness in their community.
2. Compare succeeding as a student in high school to succeeding in a job. This could include setting personal goals for future education or vocation.
3. Describe how business procedures help organize and control the agribusiness. You might compare agribusiness procedures with FFA procedures and how they help the organization run smoothly.

GETTING READY FOR THIS UNIT:

A. References and Materials:

The references and materials listed below are only suggestions. The lessons, however, are largely based upon materials therein. This does not necessitate their exact use, but using these reference materials should be sufficient to successfully teach the unit.

1. Atherton, J.C., and Mumphrey, Anthony. Essential Aspects of Career Planning and Development, 2nd Edition. Danville, IL: The Interstate Printers and Publishers, Inc., 1977.
2. Hillison, John and Crunkilton, John. Human Relations in Agribusiness, 1st Edition. New York: McGraw-Hill Book Company, 1980.
3. Kimbrell and Vineyard. Entering the World of Work, 1st Edition. Bloomington, IL: McKnight Publishing Company, 1978.
4. Lee, Delene W., and Lee, Jasper S. Agribusiness Procedures and Records, 1st Edition. New York: McGraw-Hill Book Company, 1980.
5. Lee, Jasper S. Working in Agricultural Industry. New York: McGraw-Hill Book Company, 1980.

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7. _____. Office Practices. Santa Fe, NM: New Mexico Department of Education, Vocational Education Division.
8. Reynolds, Carol. Dimensions in Professional Development, 2nd Edition. Cincinnati, OH: South-Western Publishing Company, 1983.
9. Russon and Wallace. Personality Development for Work, 5th Edition. Cincinnati, OH: South-Western Publishing Company, 1981.
10. _____. Wisconsin Business Education Curriculum, Human Relations Module 22.700. Madison, WI: Wisconsin Vocational Studies Center, University of Wisconsin.
11. Wolf, Willard H. Opportunities in Agricultural Occupations. Columbus, OH: Ohio State University, Ohio Agricultural Education Curriculum Service, 1976.
12. Handouts and transparencies for this guide are available from the Instructional Materials Laboratory, 10 Industrial Education Building, University of Missouri-Columbia, Columbia, MO 65211.

B. Advance Arrangements

EVALUATION

1. Give short objective tests at the end of each lesson or at the end of the unit.
2. Observe changes in behavior as evidence of the improved ability of the students to deal with problems in this unit using background acquired from earlier units.

Introduction to Agricultural Business Major Competency Profile

Directions: Evaluate the student by checking the appropriate number or letter to indicate the degree of competency. The rating for each task should reflect **employability readiness** rather than the grades given in class.

Rating Scale: 3 **SKILLED** - can work independently with no supervision
2 **MODERATELY SKILLED** - can perform job completely with limited supervision
1 **LIMITED SKILL** - requires instruction and close supervision
N **NO EXPOSURE** - no experience or skill in this area

[illegible]

Introduction to Agricultural Business

1. Identify why agribusiness is important and define the Free Enterprise System
2. Describe the different career opportunities available in agribusiness
3. Explain the role of the agribusiness in the community
4. Describe the role of the employee in an agribusiness
5. Distinguish between skills and traits contributing to agribusiness employee success and failure
6. Identify the common business procedures in an agribusiness
7. Identify the need and considerations for setting career goals

UNIT - INTRODUCTION TO AGRICULTURAL BUSINESS

Lesson 1: Introduction to Agribusiness

Objective: The student will identify why agribusiness is important and define the Free Enterprise System.

Study Questions:

1. What are the different components of the agricultural industry and how many workers does the industry employ?
2. How many dollars did U.S. and Missouri farmers spend for supplies and services, and what kind of expenditures did they make?
3. Upon what principle is the U.S. economy based, and what is its final goal?
4. What is competition, and how does it affect the Free Enterprise System?
5. What are capital and profit?

References:

1. Handout
 - a) HO-1: The Agricultural Industry and the Free Enterprise System

UNIT - INTRODUCTION TO AGRICULTURAL BUSINESS

Lesson 1: Introduction to Agribusiness

TEACHING PROCEDURES

A. Introduce the unit. Possibly outline the lessons and some general considerations for the unit. Call the students' attention to the importance of agribusiness to their community and to the whole agricultural industry.

B. Motivation

Explain to the students that in order for organizations to run and operate they must have some type of system or principle that keeps them functioning. For example, a gasoline or diesel engine is powered by the principle of combustion. When the gasoline or diesel fuel is ignited, it explodes and provides a driving force. Agribusinesses are also powered by a system or principle called the Free Enterprise System, and they have a driving force called profit.

C. Assignment

D. Supervised Study

E. Discussion

1. Ask the students to identify different agribusinesses in their community and state. Have them relate these to the main components of agricultural industry. Discuss the relationship of the farmer to the agribusiness person. (Refer to HO-1)

What are the different components of the agricultural industry and how many workers does the industry employ?

- 1) Main components of the agricultural industry
 - a) Production
 - b) Processing
 - c) Distribution
 - 2) Agriculture is the nation's single largest industry. Nearly 17% of the U.S. work force is employed in agricultural industries.
2. Have the students refer to HO-1 or show the relative expenditures on the blackboard. Ask students to think of what services a farmer might need. Try to discuss some of the more obscure needs. List these on the board.

How many dollars did U.S. and Missouri farmers spend for supplies and services, and what kind of expenditures did they make?

- 1) Cost for supplies and services
 - a) U.S. farmers spent nearly 50 billion dollars for supplies and services in 1976

- b) Missouri farmers spent nearly 3 million dollars for expenses in 1981
 - 2) Kinds of expenditures
 - a) Feed
 - b) Livestock
 - c) Seed
 - d) Fertilizer
 - e) Repairs
 - f) Labor
 - g) Others
- 3. Discuss the United States' economic system and the principles upon which it is based.

Upon what principle is the U.S. economy based, and what is its final goal?

 - 1) U.S. economy is based upon the idea that people can invest their money (capital) as they see fit.
 - 2) The system is called the Free Enterprise System.
 - 3) Agribusinesses are privately owned and will reap the benefits and losses of any decisions they make.
- 4. Discuss the element of competition and how the concept of freedom of choice has introduced this element into the world of business.

What is competition and how does it effect the Free Enterprise System?

 - 1) Competition is a vital component of the Free Enterprise System.
 - 2) Competition implies that the persons involved in businesses are striving to reach the same economic goals and objectives and to capture the same customers or market at the expense of one another.
 - 3) Competition helps supply goods and services to the customer and can strengthen business.
- 5. Discuss the roles of money and other economic goods in production and making a profit for agribusinesses.

What are capital and profit?

 - 1) Capital is the economic goods (land equipment, money, etc.) used to produce additional economic goods.
 - 2) Profit is the amount of money left over after expenses.
 - 3) Profit is the main motivation behind the Free Enterprise System.

F. Other Activities

The class may want to visit a bank or agribusiness or invite an agribusiness person to come to the class and discuss the nature of business in general and the Free Enterprise System.

G. Competency

Identify why agribusiness is important and define the Free Enterprise System.

H. Answers to Evaluation

1. T
2. T
3. F
4. F
5. F
6. T
7. F
8. 12 million (17%)
9. 1) Production, 2) Processing, 3) Distribution
10. People have the freedom to invest their money and resources in whatever way they want to.
11. The collection of economic goods such as (money, equipment, etc.) used to produce other economic goods.
12. The money gained or left over after all the expenses have been paid

UNIT - INTRODUCTION TO AGRICULTURAL BUSINESS

Lesson 1: Introduction to Agribusiness

EVALUATION

True/False

The statements below are either true or false. Circle T if the statement is true; circle F if the statement is false.

- T F 1. Agriculture is the single biggest industry in the U.S.
- T F 2. The U.S. economy is based on the Free Enterprise System.
- T F 3. Free enterprise means people cannot handle their money as they wish.
- T F 4. Free enterprise systems ensure that people will make money from their investments.
- T F 5. Competition has no place in the free enterprise system.
- T F 6. Competition can strengthen business.
- T F 7. Money is the only true type of capital.

Short Answer

- 8. How many U.S. workers are involved in the agricultural industry?

- 9. What are the three components of the U.S. agricultural industry?
 - 1.
 - 2.
 - 3.

- 10. Describe what is meant by free enterprise.

11. What is capital?

12. What is profit?

The Agricultural Industry and the Free Enterprise System

The agricultural industry is the single largest industry in the United States. The main components of producing, processing, and distribution of agricultural products require more employees than any other industry in our nation. Nearly 17 percent (12 million) of all workers in the U.S. have jobs that require agricultural skills and/or knowledge. While some of these jobs involve the direct production of crops and livestock, the majority are in off-farm businesses.

These agribusinesses supply what the farmers and ranchers need to produce and transport their products or to process and distribute their products. In all, farmers across the U.S. spent 50 billion dollars for agricultural supplies and services. (See Figure 1) Farm production expenses for Missouri farmers increased from approximately 2 million dollars in 1977 to 3 million dollars in 1981. (See Figure 2) With the increases in expenses, there has been an increase in the amount of farm products marketed and in the amount of supplies needed for farm production. (See graph in Figure 3) This means there has been an increase in activity for agribusinesses.

The economic system that governs businesses in the U.S. is called the Free Enterprise System. The main principles or features of this system are:

1. Businesses and property are owned privately, in other words not by the government.
2. Agribusiness owners can freely choose how to handle their business - where to spend money, what kind of product or service to supply, etc.

There are, of course, some laws that regulate businesses to help keep order and fairness. Since agribusinesses are privately owned, they will reap the benefits or suffer the losses from any decisions they make. The Free Enterprise System is one factor that has been cited for making the United States the economic giant it is.

The Free Enterprise System, or the concept of freedom of choice, has introduced the element of competition into the world of business. Competition is the right and privilege given to people which allows them to have the same type of business as someone else. These businesses produce the same kinds of products or supplies and try to sell to the same customers. For example, in your community there may be two agribusinesses that supply seed. These two businesses would be in direct competition with each other in selling that seed to the farmers in your community. Competition, then, is the simultaneous effort (such as two agribusinesses selling the same type of product) to reach the same goal or objective (such as sales to the same customers.)

Two other elements important to the functioning of agribusinesses are capital and profit. Capital is the collection of economic goods (money or other items of worth) which are used to produce other goods for a profit. Profit is the money that is left over after expenses are paid. Profit, then, is the major motivation or driving force behind people who risk capital to start or run an agribusiness.

In summary, approximately 2.5 million people operate commercial farms and ranches in the U.S., and at least two to three times as many people are involved in agribusinesses that supply and support this production. This adds up to nearly 12 million people in all.

Credits:

1. Wolf, Willard H. Opportunities in Agricultural Occupations. Columbus, OH: Ohio State University, Ohio Agricultural Education Curriculum Service, 1976.
2. Lee, Jasper S. Working in Agricultural Industry. New York: McGraw-Hill Book Company, 1980

Supplies and Service Expenditures

Figure 1: Comparison of Supplies and Service Expenditures (1976)

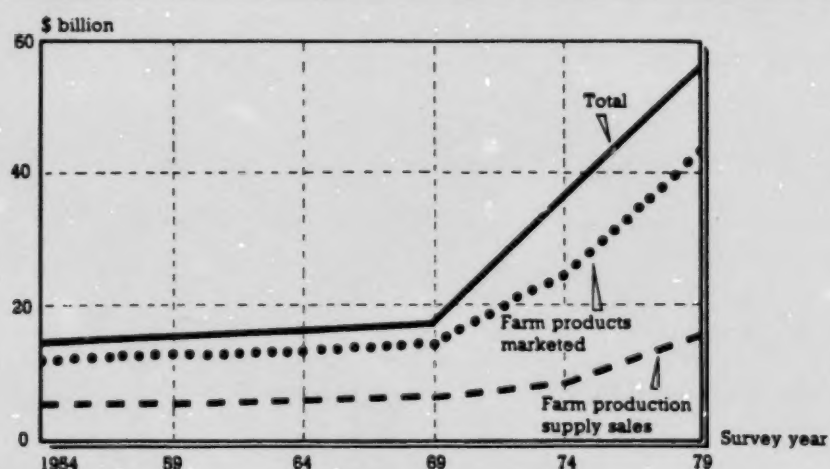
Industry	Expenditures
Agricultural Production	50.0 billion dollars
Motor Vehicles	35.0 billion dollars
Tire Manufacturers	2.5 billion dollars
Blast Furnaces and Steel Mills	12.9 billion dollars

Figure 2: Farm Production Expenses, Missouri, 1977-81

Item	1977	1978	1979	1980	1981
-million dollars-					
Current farm operating expenses:					
Feed	502.8	532.9	636.5	617.5	619.5
Livestock	32.1	37.8	48.3	47.5	48.2
Seed	101.2	82.5	92.6	104.8	123.7
Fertilizer and lime	227.0	231.9	302.1	415.1	411.4
Repairs and operations of capital items	394.9	423.3	504.0	594.2	650.2
Hired labor	466.3	147.6	155.4	174.6	212.1
Miscellaneous	87.8	501.5	604.0	689.2	833.7
Total expenses	1,812.1	1,957.4	2,342.8	2,642.9	2,898.9

1/Revised data for 1978-80. Source: Missouri Department of Agriculture, 1983 Missouri Farm Facts.

Figure 3: Business Volume of Farmer Cooperatives



Source: U.S. Department of Agriculture, 1981 Handbook of Agricultural Charts.

UNIT - INTRODUCTION TO AGRICULTURAL BUSINESS

Lesson 2: Careers in Agribusiness

Objective: The student will identify and describe the different career opportunities available in agribusiness.

Study Question

1. What factors need to be considered in choosing a career in agribusiness?
2. What are the broad occupational areas of agribusiness and their subareas?
3. What are some examples of occupations in each of the broad occupational areas?
4. How are agribusiness occupations classified based on skills and education requirements?

References:

1. Hillison, John and Crunkilton, John. Human Relations in Agribusiness, 1st Edition, New York: McGraw-Hill Book Company, 1980, Chapter 5.
2. Transparency Master
 - a) TM-1: Agricultural Occupations
3. Handout
 - a) HO-2: Occupational Areas in Agribusiness
4. Assignment Sheets
 - a) AS-1: Self Inventory
 - b) AS-2: Plans for Getting Started in an Agribusiness Occupation

UNIT - INTRODUCTION TO AGRICULTURAL BUSINESS

Lesson 2: Careers in Agribusiness

A. Review the last lesson.

B. Motivation

Explain to the students that choosing a career will be one of the most important decisions of their lifetimes. It will affect their standards of living, like or dislike of work, residence, friends, and just about all aspects of their lives. Emphasize careful planning and evaluation of all opportunities so that a wise decision may be reached.

C. Assignment

D. Supervised Study

E. Discussion

1. Ask the students to list the factors that are usually considered in choosing an occupation. Use AS-1 (Self Inventory) to help students understand their own personal goals. Use AS-2 (Plans for Getting Started in an Agribusiness Occupation) and HO-2 to help students understand what preparation they need to do to prepare themselves for a particular occupation.

What factors need to be considered in choosing a career in agribusiness?

- 1) Wealth (The student needs to ask himself the following questions:)
 - a) Does the prospective career provide enough income to live comfortably?
 - b) Is income above what you need to live comfortably more important to you than other concerns?
 - c) Some jobs may provide both a generous income and fit all your personal concerns, or there may be some give and take.
- 2) Personal Contact
 - a) How much contact with people does the prospective occupation have?
 - b) Do you like meeting new people?
 - c) Be careful not to stereotype yourself into a career that you don't like. You can't change yourself.
- 3) Formal Education
 - a) How much formal education have you had? (Career opportunities are limited by this.)
 - b) Do you have a high school education? (Many technical schools require that you have one.)
 - c) Will you need to attend post-secondary schools which provide technical education for agriculture students out of high school.
 - d) Do you need a bachelor's degree? (Highly technical

careers in agriculture require them.)

- e) Can you earn a master's or doctoral degree? (Some professions, such as veterinary medicine and college teaching require advanced degrees.)

4) Practical Experience

- a) Do you have knowledge gained from working at a particular job that will help you with a future occupation. Your current SOEP is practical experience.
- b) Can you find a company that has training to help you gain practical experience before you do a certain task?
- c) How can your practical experience give you an advantage when seeking a job and help you perform better?

2. A good reference for these broad categories of agricultural occupations is the cover of the Vocational Agricultural Notebook from the University of Missouri Instructional Materials Lab. Ask the students for the categories, list these on the board, and leave room to write all the different subareas below each category.

What are the broad occupational areas of agribusiness and their subareas?

- 1) Agricultural Production
 - a) Animal science
 - b) Plant science
 - c) Related subjects
- 2) Agricultural Supplies and Services
 - a) Agricultural chemicals
 - b) Livestock feeds
 - c) Seeds
 - d) Fertilizers
 - e) Other agricultural supplies and services
- 3) Agricultural Mechanics
 - a) Agricultural power and machinery
 - b) Agricultural structures and conveniences
 - c) Soil and water management
 - d) Agricultural mechanic skills
 - e) Agricultural construction and maintenance
 - f) Agricultural electrification
 - g) Other agricultural mechanics
- 4) Agricultural Products
 - a) Food products
 - b) Non-food products
- 5) Horticulture
 - a) Arboriculture
 - b) Floriculture
 - c) Greenhouse operation and management
 - d) Landscaping
 - e) Nursery operation and management
 - f) Turf management
 - g) Fruit and vegetable production
 - h) Other horticulture
- 6) Agricultural Resources
 - a) Soil
 - b) Wildlife (including game farms and hunting areas)

- c) Water
- d) Air
- e) Fish (including farms and hatcheries)
- f) Other agricultural resources
- 7) Forestry
 - a) Forests
 - b) Forest protection
 - c) Logging (harvesting and transporting)
 - d) Wood utilization
 - e) Recreation
 - f) Special projects
 - g) Other forestry
- 8) Other
 - a) Education
 - b) Specialty areas

3. Ask the students for some examples of occupations in each of the broad occupational areas. Ask them for examples that are not necessarily common at their local community. This will help broaden their perspective of employment opportunities in agribusiness.

What are some examples of occupations in each of the broad occupational areas?

- 1) Agricultural Production
 - a) Farmers
 - b) Farm workers
 - c) Custom operators
 - d) Cattle ranchers
 - e) Dairy farmers
 - f) Poultry farmers
 - g) Sheep farmers
- 2) Agricultural Supplies and Services
 - a) Salespeople
 - b) Truck drivers
 - c) Warehouse workers
 - d) Veterinarians
 - e) Animal technicians
 - f) Custom applicators
- 3) Agricultural Mechanics
 - a) Farm machinery mechanics
 - b) Agricultural engineers
 - c) Partsman
 - d) Salespeople
 - e) Construction workers
- 4) Agricultural Products
 - a) Canning plant workers
 - b) Food technologists
 - c) Meat inspectors
 - d) Dairy plant workers
 - e) Livestock buyers
 - f) Grain samplers
- 5) Horticulture
 - a) Florists

- b) Nursery managers
- c) Orchardists
- d) Garden center managers
- e) Turf managers
- f) Greenhouse managers
- 6) Agricultural Resources
 - a) Wildlife conservation officers
 - b) Soil conservationists
 - c) Pollution control workers
 - d) Fishery biologists
 - e) Game biologists
- 7) Forestry
 - a) Loggers
 - b) Foresters
 - c) Timber cruisers
 - d) Sawmill workers
 - e) Forest fire fighters
 - f) Tree nursery workers
- 8) Other
 - a) Entomologists
 - b) County agents
 - c) Agriculture teachers
 - d) Agronomists
 - e) Radio or television farm directors

4. To drive the point home about planning for education and experience, mention several careers such as Entomologist or Logging Foreman, and ask the students what kind of education or skilled training they would need to obtain that career.

How are agribusiness occupations classified based on skill and education requirements?

- 1) Professional
 - a) Requires at least a bachelor's degree, some require a master's degree or a doctorate
 - b) The work is usually highly specialized and carries great responsibility.
 - c) Some examples
 - (1) Agronomist
 - (2) Agricultural chemist
 - (3) Conservationist
 - (4) Veterinarian
 - (5) Agriculture teacher
- 2) Management
 - a) Requires a great amount of experience
 - b) May not always require a college education
 - c) Involves directing and working with people
 - d) Some examples
 - (1) Farm machinery shop supervisor
 - (2) Agricultural sales manager
 - (3) Fertilizer plant manager
- 3) Technical
 - a) Education beyond high school is required and it is usually formal (as opposed to on-the-job experience).

- b) Practical knowledge in science and mathematics is needed.
 - c) Some examples
 - (1) Seed tester
 - (2) Florist
 - (3) Herd supervisor
 - (4) Surveyor
- 4) Skilled
 - a) High school education is helpful.
 - b) Special training is provided by a vocational school or on-the-job experience.
 - c) Some examples
 - (1) Butcher
 - (2) Agricultural draftperson
 - (3) Timber faller
 - (4) Agricultural welder
- 5) Semi-skilled
 - a) Usually have less experience than a skilled worker
 - b) These types of occupations often lead to skilled occupations.
 - c) Some examples
 - (1) Butcher's assistant
 - (2) Landscape gardener
 - (3) Veterinarian's assistant
 - (4) Agricultural welder's helper
- 6) Unskilled
 - a) Have no special training or education
 - b) Proficiency can usually be obtained in a short period of time.
 - c) These types of jobs can be used to reach a final goal of a different future occupation
 - d) Some examples
 - (1) Greenhouse attendant
 - (2) Fruit picker
 - (3) Feed driver's helper

F. Competency

Identify and describe the different career opportunities available in agribusiness.

G. Answers to Evaluation

- 1.
 - a. Wealth
 - b. Personal Contact
 - c. Formal Education
 - d. Practical Experience
- 2. Any four broad occupational areas and examples listed in discussion material for study questions 2 and 3.
- 3. 1) d 2) e 3) c 4) a 5) b 6) f

UNIT - INTRODUCTION TO AGRICULTURAL BUSINESS

Lesson 2: Careers in Agribusiness

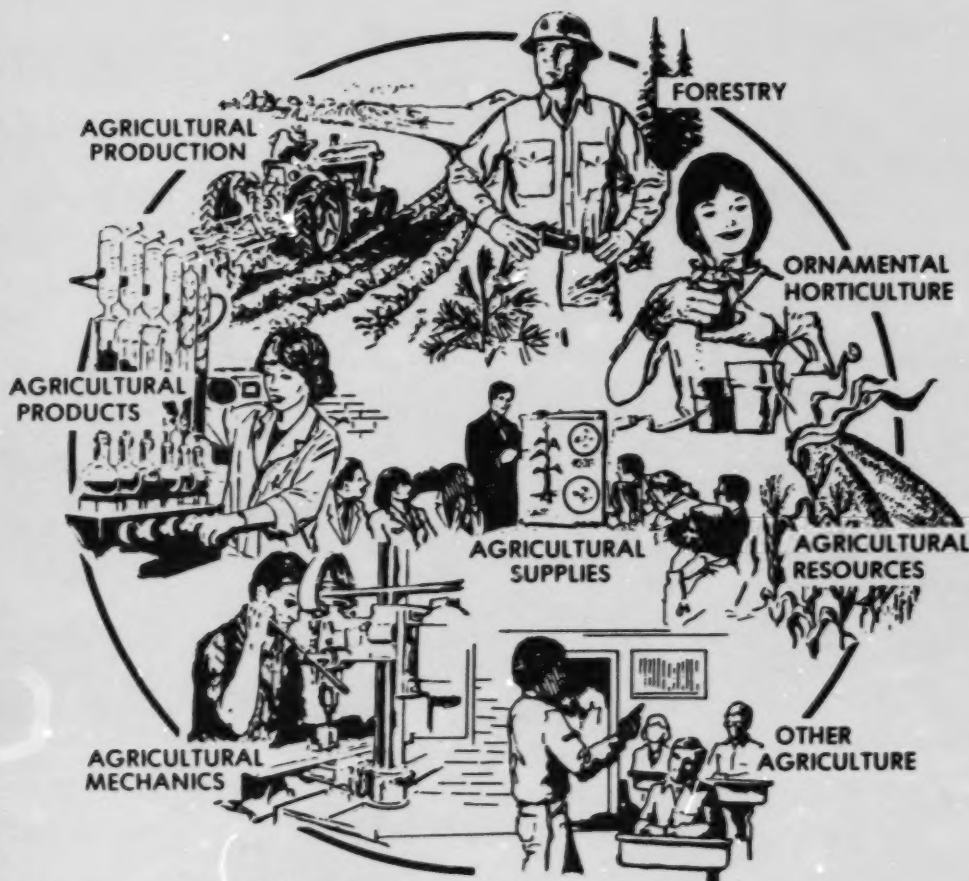
EVALUATION

1. List the four major factors to consider in choosing an agribusiness career.
 - a.
 - b.
 - c.
 - d.
2. List four of the broad occupational areas in agribusiness and list two subareas or examples of occupations for each.
 - 1)
 - a.
 - b.
 - 2)
 - a.
 - b.
 - 3)
 - a.
 - b.
 - 4)
 - a.
 - b.

3. Match the following statements on the right with the classifications of agribusiness careers on the left by placing the appropriate letter in the blank provided.

- | | |
|-----------------------|---|
| _____ 1. Management | a. An example of this occupation classification is a landscape gardner. |
| _____ 2. Skilled | b. Education up to two years beyond high school is usually required. |
| _____ 3. Professional | c. Requires at least a bachelor's degree and possibly a master's degree or doctorate |
| _____ 4. Semi-skilled | d. Involves directing and supervising people |
| _____ 5. Technical | e. A high school education is helpful and special training is usually provided by a vocational school or on-the-job experience. |
| _____ 6. Unskilled | f. Proficiency in the occupation can usually be obtained in a short period of time. |

Agricultural Occupations



OCCUPATIONAL AREAS OF AGRIBUSINESS

Agricultural Production

- Animal science
- Plant science
- Related subjects

Agricultural Supplies and Services

- Agricultural chemicals
- Livestock feeds
- Seeds
- Fertilizers
- Other agricultural supplies and services

Agricultural Mechanics

- Agricultural power and machinery
- Agricultural structures and conveniences
- Soil and water management
- Agricultural mechanic skills
- Agricultural construction and maintenance
- Agricultural electrification
- Other agricultural mechanics
- Agricultural products, including these subareas:
 - Food products
 - Non-food products

Horticulture

- Arboriculture
- Floriculture
- Greenhouse operation and management
- Landscaping
- Nursery operation and management
- Turf management
- Fruit and vegetable production
- Other horticulture

Agricultural Resources

- Soil
- Wildlife (including game farms and hunting areas)
- Water
- Air
- Fish (including farms and hatcheries)
- Other agricultural resources

Forestry

- Forests
- Forest protection
- Logging (harvesting and transporting)
- Wood utilization
- Recreation
- Special projects
- Other forestry

Other

Education
Specialty areas

AGRIBUSINESS OCCUPATIONS

Agricultural Production

Farmers
Farm workers
Custom operators
Cattle ranchers
Dairy farmers
Poultry farmers
Sheep farmers

Agricultural Supplies and Services

Salespeople
Truck drivers
Warehouse workers
Veterinarians
Animal technicians
Custom applicators

Agricultural Mechanics

Farm machinery mechanics
Agricultural engineers
Partsmen
Salespeople
Construction workers

Agricultural Products

Canning plant workers
Food technologists
Meat inspectors
Dairy plant workers
Livestock buyers
Grain samplers

Horticulture

Florist
Nursery managers
Orchardists
Garden center managers
Turf managers
Greenhouse managers

Agricultural Resources

- Wildlife conservation officers
- Soil conservationists
- Pollution control workers
- Fishery biologists
- Game biologists

Forestry

- Loggers
- Foresters
- Timber cruisers
- Sawmill workers
- Forest fire fighters
- Tree nursery workers

Other

- Entomologists
- County agents
- Agriculture teachers
- Agronomists
- Radio or television farm directors

SELF-INVENTORY

ASSIGNMENT SHEET 1-SELF-INVENTORY SHEET

Directions: Complete this form for your own personal use.

EDUCATION

Course studies.....
 School subjects you were best in.....
 School subjects you did least well in.....
 School subjects you most enjoyed studying.....
 Why you enjoyed them.....
 School subjects you disliked studying.....
 Why you disliked them.....

Extracurricular School Activities

List the extracurricular school activities you especially liked to take part in, and the reasons why.....

PERSONAL DATA

List your outstanding abilities, talents, and strong points.....
 How well do you get along with other people, your parents, friends, teachers, etc?.....
 What personal satisfaction would you like to derive from work?.....
 What other information do you feel would be of interest to a prospective employer? Why would this interest him?.....

JOB EXPERIENCE

List jobs that you have held that you liked best.....
 What was there about them you liked best?.....

HOBBIES

List the hobbies and leisure activities that you especially like, and the reasons you enjoy them.....
 List any additional ones you think you would like to have and the reasons why.....

HEALTH

List any physical limitations which may restrict occupational choice.....

OCCUPATIONAL CHOICE

Considering all of the above information, list the three jobs which you feel at this time would be most interesting to you and which you can do or can learn to do. List them in order of your preference.....

1. Name of job.....
 Why interested?.....
2. Name of job.....
 Why interested?.....
3. Name of job.....
 Why interested?.....

If you could have your choice of any job, which one would you choose?.....

Why?.....

List a few of your personal ambitions and tell why you want to achieve them.....

ASSIGNMENT SHEET 2-PLANS FOR GETTING STARTED IN AN AGRIBUSINESS OCCUPATION

Directions: Complete this plan for your own personal use.

My interests are in the following agricultural areas (Check one or two):

- | | |
|---|---|
| ☐ Agricultural Production | ☐ Horticulture |
| ☐ Agricultural Supplies/Services | ☐ Agricultural Resources |
| ☐ Agricultural Mechanics | ☐ Forestry |
| ☐ Agricultural Products | ☐ Other Agriculture |

Describe education and experience needed for your occupational choice. Outline your plans for reaching them. Show the relationship of work experience to these occupations.

WHAT IT TAKES

PLANS FOR REACHING MY OBJECTIVES

FIRST OCCUPATIONAL CHOICE

Experience:

Education:

Cost:

Other:

WHAT IT TAKES

PLANS FOR REACHING MY OBJECTIVES

SECOND OCCUPATIONAL CHOICE

Experience:

Education:

Cost:

Other:

Courtesy of Mid-America Vocational Curriculum Consortium

UNIT - INTRODUCTION TO AGRICULTURAL BUSINESS

Lesson 3: The Role of the Agribusiness in the Community

Objective: The student will explain the role of the agribusiness in the community.

Study Questions:

1. What services do agribusinesses supply?
2. What supplies do agribusinesses provide?
3. How do agribusinesses support the local community?

References:

1. Handout
 - a. HO-3: The Role of the Agribusiness in the Community
2. Assignment Sheet
 - a. AS-3: Agribusiness Products and Services

UNIT - INTRODUCTION TO AGRICULTURAL BUSINESS

Lesson 3: The Role of the Agribusiness in the Community

TEACHING PROCEDURES

- A. Review the previous lesson.
- B. Motivation

Ask the students where the farmer gets his seed, fertilizer, fuel, tires, and other supplies. Then ask what happens to the products which farmers produce. The instructor could propose a hypothetical situation, such as what would be missing from the community if certain local agribusinesses were to close.

- C. Assignment
- D. Supervised Study
- E. Discussion

Note: Have the students take AS-3 home a day or two before this lesson and complete it.

1. Ask the students what types of services are provided by agribusinesses. Have the students list the services that are provided in your local community.

What services do agribusinesses supply?

- 1) Examples of services
 - a) Government
 - (1) Soil testing
 - (2) Land surveying
 - (3) Trees for wind breaks
 - (4) Professional advice in technical areas
 - b) Custom Operators
 - (1) Grinding and mixing feed
 - (2) Application of fertilizers and pesticides
 - (3) Tillage operations
 - (4) Harvesting
 - c) Veterinary
 - (1) Vaccinating
 - (2) Treatment of sickness or injury
 - (3) Dehorning
 - (4) Inspection
 - d) Other
 - (1) Butchering
 - (2) Drilling wells
 - (3) Construction
 - (4) Machinery repair
 - (5) Market reports

2. Ask the students for examples of supplies that are provided by agribusinesses. Have the students list the types of supplies provided in your local community.

What supplies do agribusinesses provide?

- 1) Fuel and oil
- 2) Fertilizer
- 3) Seed
- 4) Construction materials
- 5) Hand tools
- 6) Feed
- 7) Machinery
- 8) Loans

3. Ask the students to give some specific examples of how agribusinesses support the community. Write these on the board, then one by one erase them (after the discussion) each time asking, "What would be the impact on the community if these items were removed.?"

How do agribusinesses support the community?

- 1) Provide jobs and income
- 2) Sales
 - a) Provide products and supplies needed
 - b) Provide needed services
 - c) Provide expertise and technology
- 3) Convenience of having what you need when you need it
- 4) Property tax revenues (help pay for public school education)
- 5) License fees (city revenue)
- 6) Community leadership
- 7) Extra community benefits
 - a) Scholarships
 - b) Support of community activities

F. Competency

Describe the role of the agribusiness in the community.

G. Answers to Evaluation

1. Examples should include six of the following:

Soil testing
Land surveying
Trees for windbreaks
Technical advice
Grinding and mixing feed
Applying fertilizer and pesticides
Tillage operations
Harvesting

Vaccinating
Treating sickness or injury
Dehorning
Inspection
Butchering
Drilling wells
Construction
Machinery repair
Market reports

2. Examples should include at least six of the following:

Fuel and oil

Fertilizer

Seed

Construction materials

Hand tools

Feed

Machinery

Loans

3. These answers should be circled:

a. d. e. f. i.

UNIT - INTRODUCTION TO AGRICULTURAL BUSINESS

Lesson 3: The Role of the Agribusiness in the Community

EVALUATION

1. List six examples of services supplied by agribusinesses in your community.
 - a.
 - b.
 - c.
 - d.
 - e.
 - f.

2. List six examples of supplies provided by agribusinesses in your community.
 - a.
 - b.
 - c.
 - d.
 - e.
 - f.

3. Circle the letter of each statement that correctly identifies a role of an agribusinesses in the community.
 - a. Provides a job for a salesperson
 - b. Gives traffic tickets
 - c. Does not provide tax revenues
 - d. Provides community leadership
 - e. May help develop a city park
 - f. Provides lawn mower parts
 - g. Reads the electric meters
 - h. Picks up your garbage
 - i. May supply scholarships
 - j. Repairs the city streets

THE ROLE OF THE AGRIBUSINESS IN THE COMMUNITY

Agribusinesses are a combination of agriculture and business. They are made up of businesses that provide services, products, and supplies to farmers and ranchers. The following is a list of some of the services and supplies that are provided by agribusinesses. As you look down through this list, consider the different types of services and supplies provided by your local agribusinesses and add them to your list.

I. Agribusiness Services

A. Government

1. Soil testing
2. Land surveying
3. Trees for windbreaks
4. Professional advice in technical areas

B. Custom operators

1. Grinding and mixing feed
2. Application of fertilizers and pesticides
3. Tillage operations
4. Harvesting

C. Veterinary

1. Vaccinating
2. Treatment of sickness or injury
3. Dehorning
4. Inspection

D. Other

1. Butchering
2. Drilling wells
3. Construction
4. Machinery repair
5. Market reports

II. Agribusiness Supplies

- A. Fuels and oil
- B. Fertilizer
- C. Seed
- D. Construction materials
- E. Hand tools
- F. Feed
- G. Machinery
- H. Loans

Agribusinesses are a fundamental part of our rural communities. They provide jobs and income for local families, as well as the supplies and services already discussed which help keep farmers and ranchers producing food efficiently. Agribusinesses are interested in making a profit, that is money above the costs of doing business. In the process of doing business and trying to supply products and services that their customers need, agribusinesses also develop new technology which benefits the agricultural industry.

Have you ever thought of the inconvenience that would happen if you had to go to the next largest town every time you needed some fuel for a tractor, feed for cattle, or some other supply that is readily available from your local agribusinesses? Agribusiness provides economic support to communities as well as income from jobs. This economic support comes from property taxes which help provide funds for public education and other public concerns and from licenses and fees which provide income for the local city. Agribusinesses also provide community leadership, extra community benefits such as scholarships, and support for community activities such as park construction. In all, agribusinesses provide more than just the products and services they sell. These other benefits are essential in the total welfare of any community.

Source: Jasper S. Lee. Working in Agricultural Industry, New York: McGraw-Hill Book Company, 1980, Chapter 1.

AGRIBUSINESS PRODUCTS AND SERVICES

Directions: List the various agribusinesses in your community and the major services or products which they supply.

AGRICULTURAL BUSINESS**PRODUCTS AND SERVICES OFFERED TO THE FARMER**

Courtesy of Mid-America Vocational Curriculum Consortium

UNIT - INTRODUCTION TO AGRICULTURAL BUSINESS

Lesson 4: The Role of the Employee in an Agribusiness

Objective: The student will be able to describe the role of the employee in an agribusiness.

Study Questions:

1. What are the characteristics that an employer looks for in an employee?
2. To whom is the employee responsible?
3. What are some practical steps to help me succeed?

References:

1. Handouts
 - a) HO-4: Practical Steps to Help You Succeed
 - b) HO-5: Lines of Authority

UNIT - INTRODUCTION TO AGRICULTURAL BUSINESS

Lesson 4: The Role of the Employee in an Agribusiness

TEACHING PROCEDURES

A. Review previous lesson.

B. Motivation

Show a common type of job application. Ask students why employers ask these kind of questions, and what kind of information are they looking for. Emphasize the fact that the employee is hired to make money for the company.

C. Assignment

D. Supervised Study

E. Discussion

1. Ask the students what characteristics they think are important to be a good employee. As they are suggested, relate each of the characteristics to the employer's point of view. (Refer to HO-6.)

What are the characteristics that an employer looks for in an employee?

- 1) Adaptability
- 2) Cooperation
- 3) Courtesy
- 4) Dependability
- 5) Enthusiasm
- 6) Honesty
- 7) Initiative
- 8) Knowledge and experience
- 9) Loyalty
 - a) Considered most important because it is reflected in the productivity of the employee.
- 10) Patience
- 11) Quality
- 12) Quantity
- 13) Self-control
- 14) Tact

2. Ask students why it is important to know who they are responsible to. You may want to use the officers in an FFA chapter as an example of one line of authority. Use HO-7 to show the different organizational patterns.

To whom is the employee responsible?

- 1) Line Organization - each worker has one supervisor.
- 2) Functional Organization - each manager specializes in an area.

- 3) Line and Staff Organization - clear lines of authority with some specialization.
3. Ask the students what practical steps could be taken to help them be an asset to their employer and improve their chances of promotion. (Refer to HO-6.)

What are some practical steps to help me succeed?

- 1) Master your present job.
- 2) Follow the business's standard procedures.
- 3) Check your own work for quality.
- 4) Develop your own program of self-improvement.
- 5) Improve on the 14 qualities of a good employee.

F. Other Activities

You may want to invite an employer or personnel director of a local agribusiness to explain their reasons for hiring or dismissing employees.

G. Competency

Describe the role of the employee in an agribusiness.

H. Answers to Evaluation

1. Use HO-4 on Practical Steps to Help You Succeed to check the answers.
2.
 - a. F
 - b. T
 - c. F
3. Use HO-5 on Lines of Authority to check the answers.

UNIT - INTRODUCTION TO AGRICULTURAL BUSINESS

Lesson 4: The Role of the Employee in an Agribusiness

EVALUATION

1. List four characteristics of a good employee and describe the qualities that make up each of those characteristics?
 - a.
 - b.
 - c.
 - d.
2. The statements below are either true or false. Circle T if the statement is true or circle F if the statement is false.
 - T F a. The type of organization structure in which you are only responsible to one supervisor is line-and-staff.
 - T F b. In the functional organization one person could have many supervisors.
 - T F c. The type of organizational structure in which you have one main supervisor and other supervisors of specialized areas is line organization.
3. Describe three methods of self-improvement that you could use to help you succeed at a job.
 - a.
 - b.
 - c.

PRACTICAL STEPS TO HELP YOU SUCCEED

Whatever type of enterprise you choose to get involved with, you will need to set goals and establish some methods of reaching those goals. The following are some suggested methods or steps to help you succeed in an agribusiness.

1. Obtain complete mastery of your present job.
 - a) Get information on your job and study it.
 - b) Ask questions of your supervisor.
2. Follow your agribusiness's policies and procedures.
3. Check your own work for quality.
4. Develop your own program of self-improvement.
5. Improvement on the 14 character qualities of a good employee.

Characteristics Needed By A Good Employee

Everyone wants to succeed as an employee. To fulfill your role as an employee you must get along with people and have positive traits and attitudes. The following is an outline of characteristics that will help you obtain the role of a good employee.

1. Adaptability: adjusting easily to new situations.
 - a. Accept changes without complaint.
 - b. Cheerfully accept situations when first choice is not possible.
 - c. Learn new procedures and service information.
2. Cooperation: working harmoniously with others toward some desired goal.
 - a. Follow rules and regulations.
 - b. Do your part in group work.
 - c. Take part in extra-curricular activities.
 - d. Be flexible; consider ideas of others.
 - e. Help others when possible.
3. Courtesy: being polite and having good manners.
 - a. Show respect for others.
 - b. Speak with a pleasant voice.
 - c. Express your thanks for the time and effort of others.
4. Dependability: completing duties assigned to you; doing what you say you will.

- a. Be punctual and regular in attendance.
 - b. Complete all assigned work on time.
 - c. Follow instructions.
 - d. Take only time allowed for lunch and breaks.
5. Enthusiasm: being eager to help or to take part in some activity.
- a. Be alert and friendly.
 - b. Show pride in your job.
 - c. Do more than your share when time permits.
6. Honesty: being truthful in all things.
- a. Respect property of others.
 - b. Give truthful information.
 - c. Be careful with money.
 - d. Keep promises.
 - e. Do not waste time.
7. Initiative: doing things without being told.
- a. Develop good work habits.
 - b. Learn to work on your own.
 - c. Use slack time to learn about your job.
 - d. Make helpful suggestions.
 - e. Accept additional responsibilities.
8. Knowledge or Experience: information and skills gained.
- a. Include work background that will help you at the present job.
 - b. Utilize information gained from education.
9. Loyalty: sticking up for or supporting a cause.
- a. Keep confidences.
 - b. Show that you can be trusted.
 - c. Say good things about the firm you work for.
10. Patience: taking the time to do things right.
- a. Try to understand the opinions of others.
 - b. Listen even though not interested.
 - c. Control anger.
11. Quality: measure of performance.
- a. Complete your work.
 - b. Do your work to meet the required need.
 - c. Do your work well.
12. Quantity: measure of amount.

- a. Accomplish a reasonable amount of work.
 - b. Use time wisely.
13. Self-control: being able to control your emotions.
- a. Control your temper.
 - b. Show enthusiasm without becoming overbearing.
 - c. Accept constructive criticism.
 - d. Remain calm and poised.
 - e. Keep hurting remarks to yourself.
14. Tact: being able to say the right thing at the right time.
- a. Avoid saying things which may hurt feelings.
 - b. Do not contradict others.
 - c. Be diplomatic.

Credits:

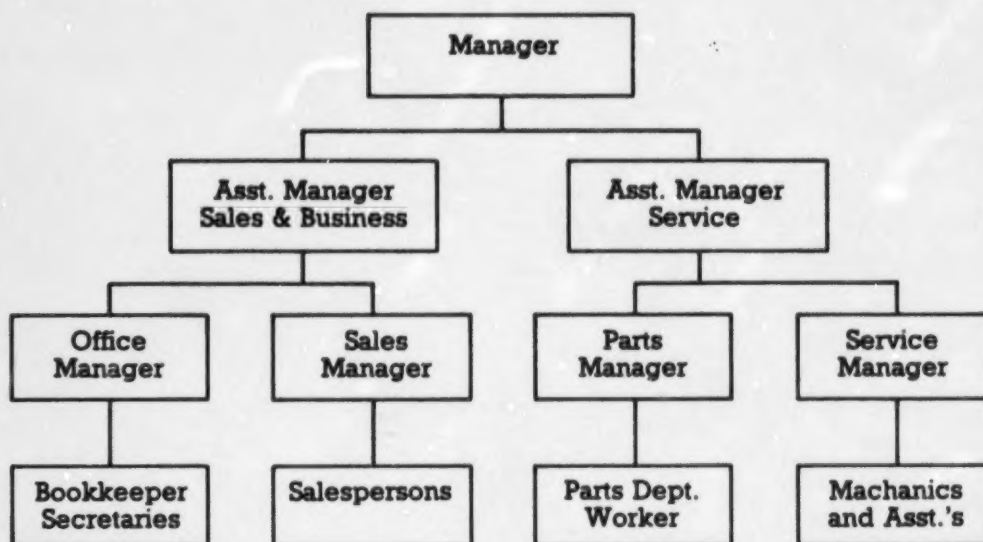
1. Wisconsin Business Education Curriculum, Human Relations Module 22.700,
Madison, Wisconsin: Wisconsin Vocational Studies Center, University
of Wisconsin.
2. Office Practices. Santa Fe, NM: New Mexico Department of Education,
Vocational Education Division.

LINE OF AUTHORITY

Organizational structure provides ways to communicate between management and workers. The structure also defines who is in positions of authority and this helps keep an agribusiness operating efficiently. The following are examples of organizational structures.

1. Line Organization: each worker is responsible to only one supervisor.

Example: Farm Machinery Dealer

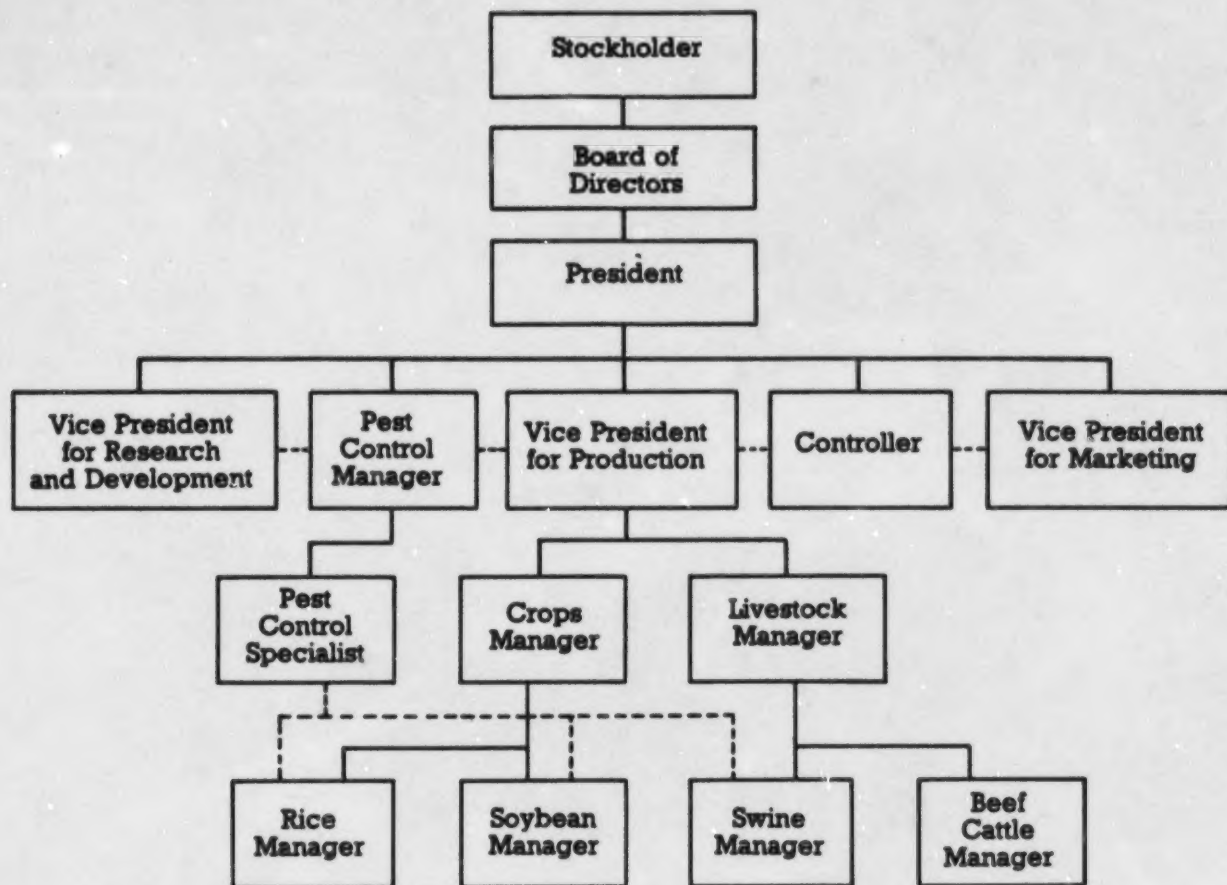


2. Functional Organization: each worker may have more than one supervisor. Supervisors specialize in an area.

For example: You may have a supervisor in charge of inspection and one in charge of assembly. One assembly worker would have both supervisors.

3. Line-and-Staff Organization: each worker has one main supervisor with special supervisors for specialized areas.

Example of a Feed Manufacturing Plant Cooperative



Credit:

1. Wolf, Willard H. Opportunities in Agricultural Occupations. Columbus, OH: Ohio State University, Ohio Agricultural Education Curriculum Service, 1976.

UNIT INTRODUCTION TO AGRICULTURAL BUSINESS

Lesson 5: Success and Failure on the Job

Objective: The student will be able to distinguish between the skills and traits contributing to agribusiness employee success and failure.

Study Questions:

1. How does job skill affect professional success?
2. What is the most common reason employees are denied promotions?
3. What are the work ethics in regard to the agribusiness employee?
4. How do work ethics affect job performance and advancement?
5. What are several ethical aspects that could contribute to one's success in agribusiness?

References:

1. Hillison, John, and Crunkilton, John. Human Relations in Agribusiness. 1st Edition. New York: McGraw-Hill Book Company, Chapter 3.
2. Handout
 - a) HO-6: Work Ethics In Agribusiness

UNIT - INTRODUCTION TO AGRICULTURAL BUSINESS

Lesson 5: Success and Failure on the Job

TEACHING PROCEDURES

A. Review the previous lesson.

B. Motivation

Ask the students if they believe it would be to their advantage to work toward job promotions (more pay). Ask what they think helps get job promotions.

C. Assignment

D. Supervised Study

E. Discussion

1. Ask students what kind of job skills might be required in certain agribusiness situations. Discuss what the term "skill" implies (skill implies a learned ability), and its ramifications. (Refer to Lesson 1.)

How does job skill affect professional success?

- 1) It is a factor considered in promotions.
 - 2) If you cannot perform the job properly or efficiently, you may be fired.
2. Have the students list employee personality traits that would favorably and unfavorably affect on-the-job success. List these on the board.

What is the most common reason employees are denied promotions?

- 1) Approximately 80% of the people who do not receive promotions were denied them because they could not get along with others.
 - 2) Employees don't get along with customers, coworkers, or superiors.
 - 3) If these problems are bad enough, the employee may be fired.
3. Ask students to formulate a definition of work ethics and discuss the importance of work ethics as a young agribusiness employee.

What are work ethics in regard to the agribusiness employee?

- 1) The basic principles which determine an employee's attitudes and directs his or her actions
4. Discuss with students how adoption of positive work ethics will affect job performance and subsequent rewards.

How do work ethics affect job performance and advancement?

- 1) The quality of work the agribusiness employee does is a direct result of the ethical beliefs of that person.
 - 2) Every person operates within the framework of his or her beliefs and prejudices.
 - 3) One should develop an ethical code that will contribute to his or her success in the agribusiness.
5. Have the students relate and discuss aspects they believe should be components of an agribusiness employee's work ethic. List these on the board.

What are several ethical aspects that could contribute to one's success in agribusiness?

- 1) Desire for knowledge, skill, understanding, and appreciation
- 2) Willingness to apply new ideas
- 3) Respect for the personality of fellow workers
- 4) Recognize the right of others to have differing beliefs and actions
- 5) Recognition that teamwork is essential
- 6) Efforts made to understand different points of view
- 7) Cultivate a sense of company loyalty
- 8) Assume and carry out responsibility
- 9) Have no part of envy, strife, backstabbing, and jealousy
- 10) Maintain confidences
- 11) Respect authority and order
- 12) Set an example by work
- 13) Work hard for a wage or salary
- 14) Respect opinions of others
- 15) Self-disciplined and dedicated

F. Other Activities

Ask local agribusiness people to speak to the class on what they look for in employees, and what new employees should do to gain favorable notice from superiors.

G. Competency

Distinguish between the skills and traits contributing to agribusiness employee success and failure.

H. Answers to Evaluation

1. F
2. T
3. T
4. F
5. F
6. T
7. T
8. F
9. T

- 10. T
- 11. F
- 12. T
- 13. F
- 14. T
- 15. T

The following are suggested answers. Additional acceptable criteria will be determined by instructor.

- 16. Both skills and positive personal characteristics are necessary for professional success. Both job skills and favorable personal characteristics can be learned. Personality may play the greater role in professional advancement, since, regardless of one's skill level, the failure to get along with others will usually realize little on-the-job success.
- 17. Examples: 1) Desire for knowledge, 2) Respect of fellow workers, 3) Recognizing the right to hold different beliefs, 4) Loyalty, 5) Assume responsibility, 6) No jealousy, 7) Respect authority, 8) Work hard for pay

UNIT - INTRODUCTION TO AGRICULTURAL BUSINESS

Lesson 5: Success and Failure on the Job

EVALUATION

The following statements are either true or false. Circle "T" if the statement is true; circle "F" if the statement is false.

- T F 1. Job skills implies your willingness to do a job.
- T F 2. Most people don't get promoted because they can't perform the work.
- T F 3. Employees need only to get along with supervisors or superiors.
- T F 4. Positions of authority and responsibility are given to those who get along well with others and do the job well.
- T F 5. As your job skill and ability to get along improve so do your chances of promotion.
- T F 6. Work ethics have no bearing on how well you do a job.
- T F 7. Ethics are a personal philosophy that directs one's approach to life and work.
- T F 8. Maintaining high professional ethics will usually be rewarded by increased responsibility and promotion.
- T F 9. Loyalty to the company and fellow employees is not important as long as you do a good enough job.
- T F 10. The right to hold a job and receive fair wages is accompanied by the obligation to earn those rights.
- T F 11. The competent worker strives to be more fair to his superiors than those over whom he or she exercises control.
- T F 12. One should respect the right to have and try to understand opinions that differ from his or her own.
- T F 13. It is wise to maintain a philosophy that is conducive to building a successful career.

Provide a short answer for the following:

14. List factors you consider to be important components of your work ethic philosophy.

WORK ETHICS IN AGRIBUSINESS

Code of Ethics

The competent employee has a code of ethics or some basic personal principles which determine his attitude and direct his actions. The quality of work done is a direct result of the beliefs of the individual the relationship with the management of the firm and with the other employees is determined at least partially by the convictions of the worker. Each person operates within the framework of his beliefs and prejudices.

It would be worthwhile for the worker to examine his basic attitudes and to make revisions in them if there is sufficient reason for doing so. Since one's behavior is closely associated with this, it seems wise that one make a conscious effort to build and maintain a philosophy that would be conducive to building a successful career.

The competent employee is a student of the field in which he is employed, and more particularly of his specialty. He is continually adding to his knowledge, skills, understanding, and appreciation of his/her chosen field observation. Related information is always accepted. Conferences and improvement discussion sessions are welcomed. There is maintained a willingness to apply new and improved practices in the performance of duties. More effective procedures are welcomed and used when possible.

The capable worker has respect for the personality of others within the business. There is a recognition of the rights of others to have differing beliefs and actions. Recognition is given to the fact that employees should be working as a unified whole since teamwork is highly desirable. Effort should be made to understand the points of view of others with whom one does not agree. A sense of loyalty to one's associates is important. Their rights should be recognized and appreciated. The responsibilities of the individual should be assumed and carried out.

The efficient employee is loyal to his firm and its members. He supports the efforts of the business. He works responsibly with those with whom he is associated. He supports the decisions of the organization. He has no part with envy, strife, backbiting, and jealousy. Confidences entrusted to him are zealously safeguarded and he refrains from gossip, both the telling and listening to it.

The competent worker recognizes the need for an orderly system of operations within the business. He respects lines of authority and follows them. He strives to be fair to both his superiors and those over whom he exercises control. He sets an example for others by his own behavior.

The effective worker recognizes and accepts the obligations which accompany every right and privilege he enjoys. There is a recognition that the right to hold a job and to receive good wages carries a corresponding responsibility to earn these rights. The right to enjoy the privileges of an adult member of society are accompanied by the obligation to act in ways

acceptable to citizens of the community. The right to freedom of opinion places upon the individual the obligation to respect the opinions of others. The right to continued development and growth through education is predicated upon the duty of one to put forth effort to become better educated. The right to the fruits of society and its achievements carries a responsibility to be productive so that there will be even more abundant goods available for the use of all.

Almost all businesses have high standards for their managerial personnel. To reach the top levels within the firm an individual must "measure up" to the ideals set for persons who occupy such positions. The young employee will find it to his advantage to incorporate these behavior patterns into his life early in his career. Since this is what management is seeking, it seems logical that one should show his attitudes and actions that he has those qualities.

Self-discipline and dedication are involved along with some personal sacrifice, but the results are rewarding and much satisfaction comes to the person who knows that he has done his duties well and that his efforts have been appreciated. Returns usually come in two forms. There are the promotions with accompanying responsibilities and higher income. Then there is the internal feeling of well being which comes from the realization that one has had a part in contributing to the welfare of the company and that his efforts have been useful.

One may get a better insight into difficulties that arise in his daily tasks if these are accepted as opportunities to show one's skill, ability, and ingenuity. In most jobs if it were not for the problems involved there would be little need for the worker being retained on the payroll. The task of the employee is to identify the problem, to see one's capabilities to handle the difficulty, and then solve the job through appropriate action. This is what makes the individual valuable to the firm.

Source:

Atherton, J.C., and Mumphrey, Anthony. Essential Aspects of Career Planning and Development, 2nd Edition. Danville, IL: The Interstate Printers & Publishers, Inc., 1977. Used by permission.

UNIT - INTRODUCTION TO AGRICULTURAL BUSINESS

Lesson 6: Agribusiness Procedures

Objective: The student will be able to describe why the different business procedures and records are needed in an agribusiness.

Study Questions:

1. What is a definition of business procedures?
2. What are the common procedures for handling shoplifters?
3. What are the business procedures and records needed?
4. What can be done with business procedures and records?

References:

1. Lee, Delene W., and Lee, Jasper S. Agribusiness Procedures and Records, 1st Edition. New York: McGraw-Hill Book Company, 1980, Chapter 1.
2. Miller, Larry E. Selling in Agribusiness. 1st. Edition. New York: McGraw-Hill Book Company, 1980, Chapter 7.

UNIT - INTRODUCTION TO AGRICULTURAL BUSINESS

Lesson 6: Agribusiness Procedures

TEACHING PROCEDURES

A. Review the previous lesson.

B. Motivation

Every entity, whether a person or a business, needs some form of procedures to be able to function. Ask the class to imagine what chaos would result if our bodies did not have a system or procedures to tell you when you are hungry, when something is too hot, when you are tired, or when to move what muscle. The agribusiness also needs procedures to be able to provide goods or services to its customers.

C. Assignment

D. Supervised Study

E. Discussion

1. Ask the students to give you a definition of what business procedures are. Put their suggestions on the board and check it with your definition.

What is a definition of business procedures?

- 1) A customary or established method of conducting business which enables a business to provide products or services
 - 2) Some methods or procedures are performed by all employees of an agribusiness to enable that business to operate smoothly and make a profit.
2. Ask the students what they would do if they spotted a possible shoplifter in the agribusiness they worked for. Ask them to give reasons why these situations should be handled carefully. Emphasize that new employees should ask their supervisor for the company's exact procedures for handling shoplifting incidents.

What are the common procedures for handling shoplifters?

- 1) How do you identify shoplifters?
 - a) Shoplifters come from all walks of life so you cannot look for a particular type of person.
 - b) Be observant.
 - c) Watch those people who hang around a particular area for an extended period of time.
 - d) Watch those people who carry large bags or packages.
 - e) Watch those people who wear bulky clothing
 - f) Watch groups of people entering a store.
- 2) How are shoplifting incidents handled?
 - a) Follow your company's procedures.

- b) Agribusinesses can be sued (for accusing innocent people) if incidents are not handled properly.
 - c) The following are some guidelines in handling shoplifting
 - 1. Immediately notify your supervisor.
 - 2. Don't confront the suspected shoplifter.
 - 3. Don't attempt to detain the suspected shoplifter.
 - 4. Make a list of what was taken.
 - 5. Note the height, weight, age, clothing, and any other distinguishing characteristics.
 - 6. Note direction the person went after leaving the store.
 - 7. When the suspected shoplifter leaves by car, note its make, model, number of occupants, color, and license plate number.
3. Ask the students to give you a list of the procedures to be performed in an agribusiness. Then ask them to briefly describe the function of each.

What are the business procedures and records needed?

- 1) Handling communications (exchange of information)
 - a) Incoming and outgoing communication
 - (1) Communication between employees and non-employees.
 - (2) Includes messages, letters, telegrams, phone calls, and business forms
 - b) Internal communication
 - (1) Communication between employees
 - (2) Involves messages, telephone or intercom, or face-to-face conversations
- 2) Billing and credit collection
 - a) Every sale must be properly recorded either as cash or a credit sale.
 - b) Transactions must be recorded accurately in records.
 - c) Credit procedures need to be explained to customers and a signature is usually required.
 - d) Procedures for credit collection need to be established.
- 3) Inventory and merchandise control
 - a) To have what customers need on time, an accurate account of goods is necessary.
 - b) The inventory of merchandise and property is needed when determining the worth of a business and is required for taxes.
- 4) Keeping records
 - a) Production records include keeping track of the following costs: purchasing raw materials, maintaining machinery, labor to produce products, and the quantity of products produced.
 - b) Marketing records include sales for each product by whom, salaries and commissions paid to salespeople, and the amount of products returned by customers

- c) Financial records include credit received and given by the agribusiness and all items related to the economic state of the agribusiness
 - d) Personnel records include payroll information about employees, information about qualifications and personal data, time worked for the company, job title and information about company benefits.
 - 5) Preparing reports
 - a) Financial reports show the amount of assets, or what the agribusiness owns compared to its liabilities, or what the business owes.
 - b) Production reports show how much product is produced over a particular amount of time, possible comparison of the cost of manufacturing or productivity output of departments
 - c) Marketing reports show amount of sales during certain prescribed periods
 - d) Personnel reports may show the status of employees, number employed, and employee turnover
 - e) General reports encompass the general status of the agribusiness.
 - 6) System for storing and retrieving information
 - a) Accurate organized filing systems
 - b) It includes information that is viable and important to the operation of the business and that is required by law
4. Ask the students to give you reasons why we need business procedures and records for an agribusiness. Write these on the board and compare them with the following.

What can be done with business procedures and records?

- 1) Productivity of employees
 - a) Keeping track of the amount of time to do a job can show which employees are most productive if the quality of the work is also checked.
 - b) Records showing who sold items or who worked on items can help you determine who is selling the most, or who is doing the most work. It can also help you keep track of the quality of work, by customer satisfaction or complaints.
 - c) Comparing inventory of merchandise to amount sold can help find errors with handling money.
- 2) For financial analysis
 - a) Basically a financial analysis should show how much money is left after all debts have been paid, or the profit.
 - b) The analysis can pinpoint specific areas or products where the agribusiness is losing money.
- 3) For governmental and industrial regulations
 - a) Procedures and records help provide information for tax purposes.
 - b) Daily procedures help you keep up with the information you need at the end of the year.

- c) Information may be required from you for your trade association.
- 4) Other
 - a) Inventories show when to order goods or supplies.
 - b) For overall efficiency of the operation
 - c) To provide information to stockholders, owners, or lending institutions
 - d) Helps to control errors

F. Competency

- Describe why the different business procedures and records are needed in an agribusiness.

G. Answers to Evaluation

The following are suggested answers. Additional acceptable criteria should be determined by the instructor.

1. A customary or established method of conducting business which enables that business to operate smoothly and make a profit.
2.
 1. Handling communications
 2. Billing and credit collection
 3. Inventory and merchandise control
 4. Keeping records
 5. Preparing reports
 6. System for storing and retrieving information
3. Answer should include information discussed under study question number four or other acceptable criteria as determined by the instructor.
4. Answers should include any three of the following:
 - a) Shoplifters come from all walks of life so you cannot look for a particular type of person.
 - b) Be observant.
 - c) Watch those people who hang around a particular area for an extended period of time.
 - d) Watch those people who carry large bags or packages.
 - e) Watch those people who wear bulky clothing
 - f) Watch groups of people entering a store.
5. Answers should include any four of the following:
 - a) Immediately notify your supervisor.
 - b) Don't confront the suspected shoplifter.
 - c) Don't attempt to detain the suspected shoplifter.
 - d) Make a list of what was taken.
 - e) Note the height, weight, age, clothing, and any other distinguishing characteristics.
 - f) Note direction the person went after leaving the store.
 - g) When the suspected shoplifter leaves by car, note its make, model, number of occupants, color, and license plate number.

UNIT - INTRODUCTION TO AGRICULTURAL BUSINESS

Lesson 6: Agribusiness Procedures

EVALUATION

1. Define the term business procedures.

2. List the six types of business procedures and records and give a short description of each.
 - 1.
 - 2.
 - 3.
 - 4.
 - 5.
 - 6.

3. Give three reasons why you should have business procedures and records.
 - 1.
 - 2.
 - 3.

4. List three ways to identify shoplifters.

1.

2.

3.

5. Identify four suggested procedures for handling shoplifters.

1.

2.

3.

4.

UNIT - INTRODUCTION TO AGRICULTURAL BUSINESS

Lesson 7: Setting Personal Goals

Objective: The students will be able to identify the need and considerations for setting career goals.

Study Questions:

1. What is a career goal?
2. Why are career goals important?
3. What is meant by lifestyle and how does it affect the formulation of career goals?
4. What is meant by values?
5. Why are flexibility and realism in career goals important?
6. Contrast ultimate and intermediate career goals.
7. List seven guidelines for setting goals.

References:

1. Transparency Master
 - a) TM-2: Guidelines for Setting Goals
2. Handouts
 - a) HO-7: Setting Career Goals
 - b) HO-8: Guidelines for Setting Goals

UNIT - INTRODUCTION TO AGRICULTURAL BUSINESS

Lesson 7: Setting Personal Goals

TEACHING PROCEDURES

A. Review previous lessons.

B. Motivation

Emphasize to the students that choosing a career will be one of the most important choices of their lives and that part of choosing career paths is setting professional goals.

C. Assignment

D. Supervised Study

E. Discussion

1. Ask various students to define in their own terms what a career goal is and what it includes. Write a concise working definition on the board.

What is a career goal?

- 1) A career goal is an idea of the kind of work you want to do as an adult
- 2) It involves planning.

2. Ask students to discuss why career goals are important. Also discuss the consequences of not having career goals.

Why are career goals important?

- 1) Your career will become the central activity in your adult life.
- 2) Choosing a career will be an important decision.
- 3) Your career must fit your lifestyle and values.
- 4) You need to see just how you might best fit into the world of work.
- 5) Many who do not set career goals work at unsatisfying jobs.

3. Discuss various lifestyles. Ask students to discuss lifestyles important to them and their relationship to career goals. List these lifestyles on the board.

What is meant by lifestyle and how does it affect the formulation of career goals?

- 1) Your lifestyle is a style of living that reflects your attitudes and values.
 - a) How you want to spend your time and money
 - (1) Family
 - (2) Friends

- (3) Leisure activities
 - (4) Religious activities
 - (5) Work
 - 2) Each component of your lifestyle affects the others.
 - 3) People differ in their lifestyle priorities.
 - 4) Career goals should support the lifestyle you desire.
4. Ask the students to define and discuss values in relation to career goal setting. You may want to explore the relationship of values, lifestyles, and career goals. List additional values on the board.

What is meant by values?

- 1) Values are principles, standards, or qualities which are important to you.
 - a) Earning a lot of money
 - b) Helping people
 - c) Raising a family
 - d) Good health
 - e) Having friends
 - f) Religion
 - g) Self-pride
 - 2) As you approach adulthood you will choose your values
 - 3) When making a career goal you will have to determine what values are important to you.
 - 4) Lifestyle is often determined by values, both should play an important role in making career goals.
5. Discuss with the students why flexibility in goal setting is important. Emphasize how rapidly our world changes. Then discuss the importance of setting realistic goals. Ask students why they think both flexibility and realism are important.

Why are flexibility and realism of career goals important?

- 1) Flexibility
 - a) World is rapidly changing
 - b) Hard to predict what kind of work you will be doing (Retraining may be necessary.)
 - 2) Realistic appraisal and expectations
 - a) Abilities
 - b) Interests
 - c) Training
 - d) Work habits
 - e) Personal qualities
 - 3) Goals should be dynamic in nature, that is continually advancing and changing with the environment and outside demands.
6. Ask students to cite examples of intermediate goals that may be obtained enroute to their ultimate goals. School is certainly one of these.

Contrast ultimate and intermediate career goals.

- 1) Intermediate goals are set to achieve a greater final or ultimate goal
 - a) Intermediate goals are accomplished along the way
 - b) As intermediate goals are accomplished, ultimate goals may be reevaluated and revised
7. Show TM-2 to the students and discuss each guideline. Add more if the students think of any. Discuss the relevance of each to goal setting. Use the discussion in HO-7 to elaborate on these guidelines.

List seven guidelines for setting goals.

- 1) Conceivable
- 2) Acceptable
- 3) Attainable
- 4) Manageable
- 5) Assessable
- 6) Desirable
- 7) Growth Producing

F. Other Activities

Ask a civic leader or motivational speaker (maybe a recording) to speak to the class on goal setting.

G. Competency

Identify need and considerations for setting career goals.

H. Answers to Evaluation

1. An idea of the kind of work you want to do as an adult
2. The following are suggested answers
 - a. Choosing a career is a very important decision.
 - b. Your career will be the central activity in your life.
 - c. Many people work at unsatisfying jobs.
3. lifestyle, values
4.
 - a. realistic
 - b. flexible
5. intermediate, ultimate
6. Any five of the following:
 - a. conceivable
 - b. acceptable
 - c. attainable
 - d. manageable
 - e. assessable
 - f. desirable
 - g. growth producing

UNIT - INTRODUCTION TO AGRICULTURAL BUSINESS

Lesson 7: Setting Personal Goals

EVALUATION

1. Define "career goal."
2. List three reasons why setting career goals is important.
 - a.
 - b.
 - c.
3. Your _____ is the way you choose to live, while your _____ are principles and standards which are important to you.
4. Two very important qualities of your career goals should be:
 - a.
 - b.
5. _____ career goals are achieved when moving toward the attainment of your _____ career goals.
6. List five guidelines for setting professional goals.
 - a.
 - b.
 - c.
 - d.
 - e.

Guidelines for Setting Goals

Conceivable: *It can be put into words*

Acceptable: *It appears to be appropriate to your values*

Attainable: *It can be accomplished using a plan of action*

Manageable: *You have direct control over the achievement of the goal; it does not depend on others*

Assessable: *There is some sort of record keeping and a method for assessment*

Desirable: *It is something you really want to do*

Growth Producing: *It encourages positive self-development and change*

SETTING CAREER GOALS*

When you spend years doing the same kind of work, it is known as your career. Your career will become the central activity in your life. When you choose your career, it will be one of the most important choices you will ever make.

You will need to plan for your career choice. Many people do not. Most people just fall into the kind of work they do. They take whatever job they can get. They do not plan for the future. They have no goals.

To make a good career choice, you need some career goals. A career goal is an idea of the kind of work you want to do as an adult. It is best to have two or three goals in mind. To set good goals, you will need to take a good look at yourself. You will need to see how you can best fit into the world of work.

Without career goals, many people just fall into careers by accident. They work for years in jobs that do not satisfy them. They wait for opportunities that may never come. If you plan, you can make your own opportunities!

You can see the need for career goals. Before you set career goals, though, you need to daydream about the future! This will help you set some lifestyle goals. Your lifestyle is how you live. It is how you spend your time and money. You should do a lot of thinking about how you want to live.

Most people spend most of their time and money on these parts of their lives:

1. Family
2. Friends
3. Leisure activity
4. Religious activities
5. Work

Each part affects every other part. The parts that seem most important to you may not seem very important to others. That is one reason no two people have the same lifestyle. People differ in how they spend time. They differ in how they spend money, too. Everyone needs a home, food, and clothing. Most people need transportation, too.

As you daydream about your future lifestyle, you begin to think about your values. This is another way to understand yourself. Values are things that are important to you. Everyone has values. Like lifestyles, everyone's values differ.

* Entering the World of Work, 1st ed. Kimbrell/Vineyard, Bloomington, IL: McKnight Publishing Co., 1978. Used by permission.

* As small children, you lived mostly by your parents' values. If they thought good health was important, so did you. If they thought going to church was important, so did you. When you are in about the tenth or eleventh grade, you start choosing your own values. You keep some of your parents' values. Some of them you do not. This is part of looking at life to see how you will fit into it. Look at the values listed below. Which ones are most important to you?

1. Earning a lot of money
2. Helping other people
3. Raising a family
4. Having good health
5. Having a lot of friends
6. Being a religious person
7. Being proud of your life

Earning a Lot of Money. Will you need a lot of money to live the way you dreamed? If so, you will place a high value on earning a lot of money. Knowing this about yourself, you will want to learn about careers that pay well. If you dream about a simple life, money may not be so important.

Helping Other People. Do you like to do things for others? Helping others is very important to some people. On some jobs, you can be very helpful to others. Many people help very young or very old people in their free time.

Raising a Family. Do you want to have children? Most people do. If a family is important to you, think about it when you set your career goals.

Good Health. Most people like good health. How important is your health to you? Do you take great care to stay healthy? Do you eat the right foods? Do you overeat? Do you exercise in your free time? If your health is important to you, you will not want to do some kinds of work. Some jobs are more dangerous to your health than others. Workers on some jobs breathe dangerous fumes or dust. On some jobs, workers must lift or carry heavy things. After a few years, some kinds of work will cause health problems.

Having a Lot of Friends. Do you like people? Do you need to have a lot of friends? Some people do. Some do not. Most people need at least one or two good friends. They may be members of your own family. Family members should be good friends. Husbands and wives should be each other's best friend. School is a great place to make friends. There are lots of people about your own age. After you are out of school, you will meet people on your job. Some of these people may become your best friends.

* Entering the World of Work, 1st ed. Kimbrell/Vineyard, Bloomington, IL: McKnight Publishing Co., 1978. Used by permission.

* Being a Religious Person. Are you a religious person? If this is important to you, you may not want some jobs. You may not want to work on the days you attend religious services. Some people do not like to work where alcohol is sold or used. Others do not like to work where vulgar language is used.

Being Proud of Your Life. Most happy people are proud of their lives. They take pride in their work. They enjoy what they do in their free time. You will want your parents to be proud of you. If you have children, you will want them to be proud of you, too. If you are not proud of your own life, you cannot expect others to be proud of you. Being proud of how you do your job is very satisfying. It carries over into other parts of your life. It makes you a happier person at home, too.

FLEXIBLE GOALS**

In today's world, you can be certain of one fact; our world is changing so rapidly that no one can predict the work you will be doing three years from now. You can decide on some general kind of work, something you like, something in which you have some ability. But be ready for change. You may need to retrain, even after you get your job. Some experts say the job of the future will last only two or three years before the worker will need to learn new skills.

Your goals, then, must be flexible. Moreover, they must be realistic. You must look at your abilities, your interests, your training, your work habits, and your personal qualities with an objective eye. For instance, if you can't make yourself write a letter, you should think twice about becoming a professional writer. If you have never passed a math course with a "B" or better grade, you should probably not decide to become an engineer just because engineering sounds interesting. If you don't like to take responsibility, you should not aspire to be the manager of the company.

SETTING GOALS AND GROWING ON THE JOB***

To grow on a job, you must know how you want to grow. Do you want, for example, to be the best at the job you start in; or do you want to supervise the department you start in; or do you want to supervise the entire organization? Defining how you want to grow helps you to set intermediate goals that you can accomplish along the way. As you accomplish your intermediate goals you may want to revise your ultimate goal. Don't be afraid to. Many of the jobs of the future don't even exist today. You may decide you want to hold one of those when it becomes visible to you.

* Entering the World of Work, 1st ed. Kimbrell/Vineyard, Bloomington, IL: McKnight Publishing Co., 1978. Used by permission.

Some decisions you want to consider when you are setting growth goals are:

1. Is the goal one you really want to accomplish or reach? Is it something you want for yourself or is it something someone else wants you to reach?
2. Will reaching that goal make your life richer? Some goals lead you to jobs that conflict with your lifestyle. Are you willing to adjust, maybe even give up, your current lifestyle to reach and hold the goal?
3. How much can you influence your reaching of the goal and how much help must you have? Is that help available? Does reaching the goal depend somewhat on chance?
4. Can you define the goal specifically enough to make actual plans and to take action to accomplish it?
5. Is the goal reachable? Can you realistically expect to reach the goal?
6. Is the goal worth reaching? When you reach it, will the costs to you have been worth it or will you regret what you have had to give up to reach the goal?

From:

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